"Inclusion isn't a new program or something one 'does' to or for someone else. It is a deeply rooted spiritual concept that one lives. It is not a trendy product or fad to be discarded. It is not a new label – 'the inclusion kids'. It is not a bandwagon. People are either included or excluded. One cannot be a little bit pregnant or a little bit included (like the myth of 'inclusive' recess or lunch). One is either 'in' or 'out'. One either belongs or doesn't belong. If we exclude people, we are programming them for the fight of their lives – to get in and belong."

Marsha Forest and Jack Pearpoint, 1999

When Did This Happen?

The passage of Education for All Handicapped Children Act (Public Law 94-142) in 1975 signaled a commitment to make sure every child in America, regardless of his or her disability, received a free and appropriate public education. As part of this commitment, guidelines were provided as to where and how those supports necessary for each child to succeed might be made available. Federal law states that public schools must provide a "continuum of alternative placements to meet the needs of handicapped children for special education and related services." This continuum must include at least "instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions." Placement in less restrictive environments with the provision of "special aids and services" must be attempted and documented before placement in more restrictive environments can be implemented.

Regardless of this commitment, schools found themselves ill prepared to actually follow the guidelines of the provision of services and the least restrictive environment. For many reasons (including lack of experience in such service delivery, lack of research base of effective instructional practices, and lack of knowledge of support strategies), many students were unsuccessful in the more inclusive end of the continuum. Some students were placed appropriately but supports were either not provided, not appropriate, or not provided effectively. Other students, because of the initial perception precipitated by their multiple and severe disabilities, were not given the opportunities promised by LRE and the continuum of services.

For the first group of students, more experience and knowledge gained by the educational community facilitated the LRE and continuum provision to become more aligned with the original intent stated in 94-142. "Mainstreaming" entered the common, educational lexicon, defined as "letting" students with disabilities be educated in general education classes for which they do not need special supports and can therefore, keep up in the "mainstream" (NASBE, 1992; Ferguson et al., 2000; Harrison, 1998).

But for the second group of students, a different approach developed. As a result of the inexperience noted previously, preconceived notions of what it means to be disabled, and a certain degree of prejudice, it was inconceivable that these students might be educated with their typical peers and certainly not on the same curriculum, resulting in a different

system or "second system" of education (Wang, 1988). As the deleterious effects of this unspoken policy of social isolation began to be realized, a more integrated approach to education of students with severe disabilities took shape – one of integration. This integrated approach found students with severe disabilities primarily placed in classes such as art, physical education, music, etc. and other school activities (e.g. lunch, recess, and parties) where their educational focus was on, not content, but socialization. The hope was that, the "second system" of education would be preserved while, at the same time, providing some opportunities for social experience and learning. This intermittent approach to educational membership didn't work. Students with disabilities were still seen as different and 'not-part-of' (Hilton & Liberty, 1992; Schnorr, 1990).

> "… the most effective instruction is provided when it is grounded in the general education curriculum and delivered, to the maximum extent possible, in the general education classroom."
> (Roach, 1999 as cited in Fisher et al, 2002)

The early 1990's saw more emphasis placed upon the importance of full time placement in the hopes that this would improve not only the membership status of students with disabilities but their performance, too, "based on the premise that the most effective instruction is provided when it is grounded in the general education curriculum and delivered, to the maximum extent possible, in the general education classroom" (from Roach, 1999 as cited in Fisher et al, 2002). This full time membership took the name of "inclusion." Inclusion has been defined as "being with and learning to live with one another" (Forest & Pearpoint, 2001).

Unfortunately, inclusion is still not the reality for most students with disabilities, especially students with severe disabilities. LRE is often misinterpreted, not followed as to the provision of required supports, and is not instituted according to the continuum hierarchy as defined as least restrictive placement first (Fryxell & Kennedy, (1995); Taylor, 1988; Weick & Strully, 1991). This is evidenced by continued segregated placements of 5 year-olds.

Hopefully, the beginning of the 21st century will also be the beginning of fair, moral, and equitable treatment of all people. This can only happen as we realize and truly value the uniqueness of each individual. School is a place to start.

Why We Do It:

There are 2 main reasons why inclusion is considered to be an exemplary practice. One is moral and one is pragmatic. The moral reason is based upon individual rights and the need to belong. The other is based upon meaningful learning experiences. Rather than being mutually exclusive, as is often heard from opponents of inclusion, they are complementary and are, in fact, inexorably connected. Truly inclusive schools exhibit a dedication to both (Lipsky & Gartner, 1997; Lunt & Norwich, 1999; Stainback & Stainback, 1996).

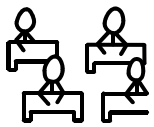
Pragmatic – meaningful learning experience.

As a society, we often say we celebrate diversity and value individuals for their unique strengths and talents. Yet a child with a disability asking for the opportunity to attend a general education class arouses such extremes of emotion that it is hard to believe in the truth of those statements. Lewis Jackson (no date) says, "Just as with institutional placements of earlier decades, expressed concerns for assuring that 'the best and most intensive services available' are provided to 'those students' can also mask attitudes and perceptions that are laced with prejudice and malice."

Abraham Maslow's theory of a hierarchy of needs in which lower order needs must be met before higher order needs can be filled informs us that the need to belong (love need) must be satisfied before one can seek knowledge (self-actualization). It is inherently wrong to deny the opportunity to belong to a group of individuals and then blame them for not learning as much or as quickly as we think they should. It is necessary for schools to be about learning but they must also be about caring and belonging (Kunc, 1992).

It is inherently wrong to deny the opportunity to belong to a group of individuals and then blame them for not learning as much or as quickly as we think they should.

The combined issues of social belonging, social skills, and friendships have been the primary catalysts for moving to more inclusive practices and we have learned what it takes in order for those issues to be positively facilitated. Friendships don't just happen. We know that people need to share time and space in order for relationships to develop (Hartup, 1996). Dymond and Russell (2004) studied an inclusive elementary school as part of a larger evaluation and made some interesting observations. Within general education classrooms, students with disabilities spent 98% of their time seated with peers without identified disabilities. Also, regardless of disability level, students were observed to be "actively engaged in learning during the majority of their day (68%)…No students were observed with their head down or asleep, and disruptive behavior in the classroom was minimal" (pg. 135).



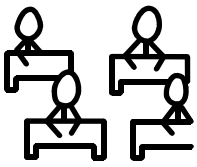
Shannon's Story

Coming from a program that was a segregated class with some integration in a regular public school, Shannon had moved into a neighborhood where the middle school highly valued inclusive placement and was now expected to be part of fully included 7th grade classes. In his previous, segregated program, Shannon exhibited some fairly disruptive, inappropriate behaviors including cursing, out-of-seat, refusal to work, behavior outbursts that included throwing desks, etc.

Knowing his past history was a concern but after much deliberation, it was decided to follow the requirements of PL 94-142 regarding LRE and begin with a fully inclusive placement, providing supports as needed. As Shannon was fairly shy initially, the first few days went without incident. His special and general education teachers frequently collaborated informally with the only "problem" expressed by the 7th grade team being cursing (that did not seem to be a "voluntary" rule violation but rather part of Shannon's documented disability and part of his language). When questioned as to whether or not this was a problem for other students, the general education teachers said it had not been so far. Most of them had spoken with the other students and most of their families and no one had, as of yet, voiced any further concern. They assured the special education teacher that the other students knew they were not to model Shannon in that respect!

After the first couple of weeks, the special education teacher saw some naturally occurring opportunities where Shannon might be pulled out of class (during tests) to do some concentrated skill work as he was not being tested on content acquisition. Shannon decided that wasn't such a good idea and refused to leave. He preferred to stay at his desk, "write" on his notebook paper, sigh, wipe his brow and exhibit all the other test taking behaviors he observed from his classmates. Shannon had made himself indistinguishable from all the 7th graders in almost all aspects of behavior. He had learned behavior skills all students use in order to be perceived as on task and confident – a lesson that is hard to teach but important in all of our daily lives.

Buysse, Goldman, and Skinner (2002), studying the development of friendships of children both with and without disabilities, made several important findings. Two types of settings were studied – one specialized (the majority of children had disabilities but some did not) and one typical (the majority of children did not have identified disabilities but some did). It was found that the same probability of developing friendships was the same regardless of setting for the children without disabilities. However, children with disabilities in typical settings were almost 2 times as likely to have friends as their counterparts in specialized settings. The implications for "reverse integration" (specialized settings in which small numbers of peers without disabilities are brought in) are clear. "The opportunities for children with disabilities to participate in a variety of classroom activities with their typically developing peers (is) a precursor to finding suitable playmates and forming friendships" (pg. 515). Hendrickson et al (1996) found that middle and high school students felt that fulltime inclusion was the best way for them to develop friendships with students with disabilities.



Christy's story

In the early 1990's, Christy was a 9 year old student in one of the first units of students with severe and multiple disabilities to move from a segregated school into a regular public elementary school. The unit was designed to be essentially a segregated class room with high degrees of integration (a range of 30 to 50% of specific students' days – generally based upon academic ability). Because of the severity of her disabilities, Christy was involved primarily in only art, music, physical education, recess, and lunch.

About 4 of her 4th grade, general education classmates became a fairly consistent group who pushed her around the playground at recess, made sure there was enough room for her wheelchair at the lunch table, and hand-over-hand assisting her with art projects. With little formal training or modeling by Christy's special education support staff, these 4 little girls treated Christy as they would any other 4th grader, teasing her unmercifully about boys during recess, getting mad when she rejected their attempts at physical guidance while in art, and encouraging her to hurry up and finish eating so the adult feeding her would leave the lunch table and they could talk about whatever it is 9 year old girls talk about.

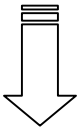
This relationship among the 5 girls continued through the 5th grade and even went so far as to involve weekend sleep-overs (usually at Christy's but sometimes not). Then middle school happened, with all its scheduling, puberty, and peer pressure problems. However, Christy's group of friends changed. Two of the original girls remain steady, one still was involved but only occasionally, and one girl changed groups. But another student who, having attended a different elementary school, had not known Christy previously became a consistent member of the group.

At that time, access to the general curriculum was not even a thought when it came to students like Christy, but because of some accessibility solutions and at the urging of her friends and mother, Christy had begun to be included in a few more classes throughout 6th, 7th, and 8th grades. One of those was an 8th grade general education Life Skills class. As a project in that class, students worked in groups to discover how much adult life really costs with rent, food, utilities, entertainment, etc.

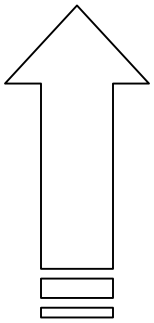
Students self-chose their own groups so, of course, Christy was part of the group consisting of her and her 3 friends. When the final projects were submitted, this group's work shocked all of the adults (but none of the students!). Christy's group had planned apartment living for all 4 of them. They had addressed issues of accessibility not only in life space (a single floor plan with no steps) but transportation (an accessible van) and coverage (a home health worker) in case Christy couldn't or didn't want to go with them somewhere.

This scenario would have never happened for Christy had it not been for those girls to have shared time and space, critical issues in the development of any friendships. Did this same relationship happen for every student in Christy's original special education unit? No. However, it wouldn't have happened for Christy if adults in power had not put aside their own prejudices and provided those opportunities through integrated classes. What a disservice to Christy and her friends!

The pragmatic reasons for inclusion center on student achievement. The more recent emphasis on general curriculum access and progress is shifting focus of inclusion to the efficacy of the learning environment. Zemelman, Daniels, & Hyde (1993) defined, through common recommendations of national curriculum reports, what schools need less of and what they need more of. While all of the recommendations demonstrate improved instruction for all students (Appendix A), there are some that have particular appeal to more inclusive practices:



- **LESS** tracking or leveling students into "ability groups"
- **LESS** use of pull-out special programs



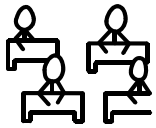
- **MORE** enacting and modeling of the principles, of democracy in school
- **MORE** attention to affective needs and the varying cognitive styles of individual students
- **MORE** cooperative, collaborative activity; developing the classroom as an interdependent community
- **MORE** heterogeneously grouped classrooms where individual needs are met through inherently individualized activities, not segregation of bodies
- **MORE** delivery of special help to students in regular classrooms

School reform legislation places increased importance on achievement of all students on challenging, academic standards related to grade level appropriate content area curriculum (IDEA, 1997; NCLB, 2002). If students with disabilities continue to be placed in segregated classrooms (or in inclusive classrooms without the proper supports), their lower achievement (AYPF & CEP, pg.28 as cited in Stodden et al, 2003) on content area standards is to be expected.

The place to learn content area curriculum is the content area classroom.

To these authors, this means full participation in all classroom instruction and activities. Typically, students with severe disabilities, when included at all in content area classes, participate in only those activities presumed to be "meaningful" for them. This participation is usually in more experiential, hands-on instructional activities and not lecture, research, etc. and is based on preconceived notions about their capacity for learning. The more complex or abstract the concepts are, the less time spent in general class. This could account for the decreasing amount of inclusion in high school settings as compared to elementary schools (Fisher et al, (1999). ***We have seen that students who participate in general education classes learn more than was ever expected.*** It is logical to surmise that the more time spent learning about concepts, the more learning will occur. ***These authors recommend that we find ways of making all instruction on all concepts meaningful to students with severe disabilities.*** It is wrong to blame students for lack of learning (and the resulting segregation from classes and instructional activities) when instruction on core curriculum has been incomplete or substandard, as

has been found to be the case by Stodden, Jones, and Chang (2002) as cited in Stodden, Galloway, and Stodden (2003).



Sammy's story

Sammy was the first student with autism to be fully included in his neighborhood school as a 4th grader. He experienced a great deal of difficulty with social relationships and interactions so part of his IEP was geared toward developing those skills by engaging in turn taking play activities during recess and gym. His IEP data in this area continued to show no improvement, even with appropriate and multiple adjustments to the program.

However, though not a focus of the IEP, he was acquiring content knowledge in many different subject areas – picking out specific dinosaurs by scientific name, matching key phrases in word problems to their mathematical function signs, and being able to recite the 50 states and their capitol cities. His educational team was happy that he was learning this "splinter" knowledge, but the fact that none of these things appeared to be in any way related to improvement on his IEP goals nor toward the performance of more traditional, "functional" skills caused them a great deal of concern and they continually questioned the appropriateness of the inclusive placement.

Then it happened. One day at recess, after his required 2 minutes of "compulsory fun" consisting of throwing a ball back and forth with a classmate (working toward the IEP goal of increasing interactions through turn taking – not "fun" for Sammy or anyone else!), Sammy was engaging in his real favorite recess activity of walking the perimeter of the playground alone and flapping his hands. As he passed the sandbox where 2 of his classmates were playing, Sammy stopped, turned around, went back to the sandbox, sat down, and began singing the states and capitols song with them! This was his first ever self initiated social interaction and it came as a result of knowledge gained in an inclusive setting that no one could have predicted would be "functional" for him! It is presumptuous of adults to rule out content area knowledge that is important for students without disabilities as unimportant for students with disabilities.

DISCUSSION POINTS:

- ***Based on your own experiences, discuss what behaviors Shannon might have had as models within his segregated placements? Have you seen behaviors become different when rules and expectations are different?***
- ***Why do you think Christy's classmates became friends with a girl who couldn't walk, talk, feed herself, needed lots of care, etc.? What opportunities did school provide so that they could become friends?***
- ***In the case of Sammy, what would have been different if Sammy had been pulled out of social studies so that he could learn to wipe the cafeteria tables? What types of skills/knowledge/activities do you have that enhance your quality of life?***

What Else Does the Research Say?
Besides the previously cited research addressing both moral and pragmatic reasons for inclusive schooling, additional research finds many other interesting benefits and points worth considering. Some of these are:

- Effects on achievement (this is related to pragmatic considerations addressing in the previous section but there are some additional findings) and IEPs
- Effects on students without disabilities
- Effects on attitudes and relationships (again related to previous section but with some additional information)

Effects on Achievement and IEPs
Several studies cited by Moore (2002) address the effects of inclusion on the achievement of students with disabilities. Fishbaugh and Gum (1994) found that students in inclusive schools not only progressed on their IEP goals but sometimes achieved at a staggering level of 2-3 year gains within 1 year. Deno, Maruyama, Espin, and Cohen (1990) studied reading achievement of students with disabilities in inclusive, integrated, and resource classrooms. They found that those students in inclusive classes did better as compared to the other 2 types of settings. Students in integrated placements did no better than those in resource placements. Inclusive and integrated placements facilitated more social success than resource placement. In another study on reading achievement, Jenkins, Jewell, Leicester, O'Conner, Jenkins, and Troutner (1992) that all students (both typical and those with IEPs) in inclusive schools demonstrated "significantly superior gains" in reading across the board (p.355) while students served in pull-out programs decreased in achievement scores.

A frequently posited argument by critics of inclusion is that students with disabilities who are educated in inclusive settings will lose out on more traditional functional skill acquisition within domain areas (i.e., self-help, gross and fine motor skills, communication, and adaptive behavior).

Ryan's story

Ryan began school in an inclusive preschool class and has remained in inclusive settings including 10th grade so far. He can tell you a little about the book "The Grapes of Wrath" (mostly that he doesn't like it), he knows that in the Civil War, people fought with guns and swords , he can identify a model of a cell when studying it in class, and he can tell you his school colors. His parents question their intent on inclusive settings with each transition (elementary to middle to high school), mostly at the urging of school personnel. Is he learning what he needs to learn? Is this curriculum functional for him? What they rediscover each time is that, with good programming and some personalized supports, Ryan has developed the functional skills needed to be successful.

When he needed to be toilet trained in first grade, he was. But a book used in the classroom was read to him while spending time in the restroom. He learned to tie his

shoes while still learning to read and answer questions in 4th grade social studies. He learned to follow his schedule, take the correct supplies to classes, and complete a task while in middle school. He learned to make a peanut butter and jelly sandwich at home but learned to set the oven during consumer science class in 9th grade. He worked on articulation skills in language arts, science, history, and even in Spanish.

He still talks in 2 to 3 word phrases, but they are about things other teenagers talk about, the football game, tv, their teachers, and driving. He can get things in the grocery for his mom while she is in another part of the store but mostly hangs out by the magazines where the other 15 year olds are. He earns money at home and, like other kids, wants to spend it all on video games, but when forced to will save some. He isn't ready to enter the work field or live without an adult but he is developing the same skills toward those ends as the other students in his grade. He is also developing the skills to work and live alongside of the other students in his grade. The answer his parents come back to each time is that the inclusive environment, with some individualization, is functional for Ryan.

In the Cole and Meyer study of 1991, it was discovered that not only did students with severe disabilities educated in inclusive classrooms demonstrate academic, social, and behavioral gains, but they exhibited no differences in achievement on more traditional domain areas than students in segregated classes. A surprising and unexpected finding coming from this same study was that "students in segregated sites did not receive a greater concentration of special educational resources than those in integrated settings" (cited in Moore, 2002).

Placement seems to have an effect upon what is included in students' IEPs. The increased academic focus of IEPs for students in inclusive placements is a step towards the "higher expectations of achievement" called for by NCLB (2002). Hunt, Farron-Davis, Beckstead, Curtis, and Goetz (1994) studied not only social interactions and relationships in both inclusive and segregated classes (inclusive classes were found to be superior in these aspects) but also IEP quality. Their finding of IEPs with more academic objectives in integrated placements prompted them to "suggest that there are important differences in the quality and curricular content of written educational programs for children with disabilities who are full-time members of general education classrooms…" (quoted in Moore, 2002). Additionally, Hunt and Farron-Davis (1992) found IEPs from inclusive settings referred more frequently to best practices than those from segregated settings.

An interesting area that needs more research is the effect of inclusion upon schoolwide discipline and classroom management. Wang et al (1993) found that classroom management is one of the most important factors in student learning. If students are not fully included and general education teachers are not prepared to deal with issues that might arise, classroom management could suffer. Likewise if students are integrated and must transition several times daily, classroom management could suffer, as well (Fisher, Roach, & Frey, 2002, pg. 67). In a recent briefing from State Account for All Students (2004), it was reported that schools which had a higher degree of inclusion of students

with disabilities (80% of the school day or more), the discipline rate for all students was significantly lower. This is a promising area for future research.

Effects on Students without Disabilities

Another frequently voiced concern is the fear of negative impact of inclusion on students without disabilities. The concern is that, in an attempt to deliver the general curriculum content in meaningful ways to students with disabilities, the curriculum will be "watered down" and possibly, due to the other needs of students with disabilities, less time will be devoted to curriculum instruction. This is not borne out by any studies to date. In fact, many studies report just the opposite.

Two of the studies referenced in the previous section (Fishbaugh & Gum, 1994; Jenkins et al, 1992), in addition to finding achievement benefits of inclusion for students with disabilities, also found consistent or increased rates of achievement of students without disabilities. Similar findings were reported as a result of studies done by Hunt, Staub, Alwell, and Goetz (1994) and Sharpe, York, and Knight (1994). Findings by Hollowood, Salisbury, Rainforth, and Palombaro (1995) stated that the instructional time spent on curriculum was not compromised by the inclusion of students with severe disabilities.

Effects on Attitudes and Relationships

Many studies document the development of positive attitudes toward, understanding of, and friendships with people with disabilities by students without disabilities who attend fully inclusive classes and schools (Evans, Salisbury, Palumbaro, & Goldberg, 1994; Fryxell & Kennedy, 1995; Hall, 1994; Helmstetter, Peck, & Giangreco, 1994; Stainback, Stainback, Moravec, & Jackson, 1992; Staub, Schwartz, Gallucci, & Peck, 1995). Just as for general education students, inclusive experiences foster better attitudes toward inclusion for administrators, general education teachers, and special education teachers (Butler-Hayes, 1995; Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Phillips, Alfred, Brulli, & Shank, 1990; Rainforth, 1992; Villa, Thousand, Meyers, & Nevin, 1996; York, Vandercook, MacDonald, Heise-Neff, & Caughey, 1992).

The attitude of special education teachers has been said to be the single most important factor in the success of inclusive education. General education teachers, regardless of whether they are or are supportive of inclusive education initiatives, will deliver instruction. It is the special education teachers who are responsible for making sure students with disabilities are supported appropriately, receive the adaptations necessary for the content to be meaningful, and are engaged in appropriate relationships with peers. The absence of any one of these characteristics of inclusion can spell failure for a program. Special education teachers who are either less than committed to inclusive practices or who do not have the skills necessary to implement such practices will not be effective in facilitating inclusion. Special education teachers bear the burden of responsibility for making sure inclusive programs are successful.

The attitude of special education teachers has been said to be the single most important factor in the success of inclusive education.

One Teacher's Story:

Moving from a segregated school serving students with severe and profound disabilities to a typical middle school was one of the bolder moves in my career. This was scary on two sides, one being that I would now take my students out of the safety of a segregated school and into the real world and second was this real world was a middle school! I remembered middle school all too well and it wasn't filled with memories of well behaved children and happy teachers. I looked at my students that I was going to take and "what ifs" filled my thoughts: What if Daniel's pants fell down in the middle of the hall? (They did.) What if Cori wouldn't go where I asked her to go? (She wouldn't.) What if Carrie cried in class? (She did.) But with all these thoughts, my strong belief that it was best for the students drove me to face the challenge.

The middle school I moved to in the early 1990s was newly built and held a strong belief in inclusion. "All children can learn, all children belong..." I started with all my students being full members of a team and homebase. Then they came to my self-contained classroom (practice hadn't caught up with the mission statement!). The district assistant special education director supported the move and urged me to move beyond the typical integration into "electives", so all of my students were scheduled into at least one core content classes such as social studies, science, language arts, or math, as well.

As each "what if" became a reality and the school survived and as I saw each student learn more than expected, I was motivated to push for a little more. When we got Cori into the class, beginning with the last 5 minutes of language arts, when we made it past her slapping a typical peer, when we made it through her escaping from class, we found out she could read! She was nonverbal with the exception of a few phrases that we had learned meant something unlike the real name, but she could read. I wrote vocabulary words from language arts (e.g., kingdom and asunder) each on an index card and the definition on another. She learned to select the requested word and/or match to the definition for five words in one week! We had never even thought of teaching her to read before! When Carrie reduced her crying in class and began to respond to familiar peers, we began to expect more from her. When Daniel began to interact with peers, we saw some new possibilities. When each "what if" turned into a "wow, look at what they have done!", my conviction that all students can learn and that all students do belong strengthened. I realized that I could never set limits on students, that I could never, in good conscience, deny them access to learning because I didn't think they could do it or access to relationships because I didn't think they cared. I often reflect on inclusion for the students I serve and I always come back to the same answer - "what ifs" too often become "wows" to do it any other way.

However, even the best special education teachers cannot do it alone. Administrators must support inclusive initiatives and general education teachers must, at the very least, not actively resist such endeavors. While it has been found that most administrators and general education teachers agree with inclusion in principle, they express reticence in actually doing it themselves, citing the lack of training, skill, support, and time as barriers to being successful (Engelbrecht, Swart, & Eloff, 2001; Scruggs & Mastropieri, 1996). The Scruggs and Mastropieri study also found the converse to be true – teachers who were confident in their skill level, coupled with positive inclusive experiences, were more positive regarding inclusion. Dymond and Russell (2004) found that when students were included full-time in general education classes, the general education teacher felt primary responsibility; however, when students were included part-time, they viewed the special education teacher as being primarily responsible.

Brett's story

Because Brett was new to a fully inclusive 5th grade class, everyone was cautious that his potentially disruptive behavior (leaving his seat and running, loud vocalizations, crying, self stimulatory and self abusive behavior) not adversely affect the other students. Signals indicating when he needed to leave class were developed between his general education teacher and his special education support staff. Within the first few weeks, these signals were never used as the special education staff, erring on the side of caution, quickly escorted Brett from the room at the first sign of any potential problem.

Almost from Day 1, Language Arts block seemed to be a catalyst for Brett's behavior. At first, he exhibited those behaviors after opening his book, then the sight of his book, and finally progressing to seeing the symbol for Language Arts on his daily schedule. This progression of behavior resulted in Brett being pulled increasingly more often and for longer periods of time. Finally, his general education teacher (who was not supportive of his inclusive placement) said to the support staff, "Look, if he's in my class, he's going to be in my class. I don't want him pulled out at all. If he gets upset, we'll just deal with it."

After the first week of remaining in class (this was not a pleasant week!), Brett's behavior began to change. After a few minutes of highly "unusual" behavior, he calmed down. Through observations and some experimentation with adaptations, it was discovered that Brett's behavior was not being exhibited because he hated or was frustrated during Language Arts but that he loved Language Arts and he, at some point, had taught himself to read (never an IEP goal)! The "few minutes" became shorter and shorter as Brett realized none of the adults was going to make him leave after he showed his "enthusiasm." Sometimes because of our low expectations we incorrectly perceive students' abilities and interests.

There is a body of research that speaks to negative or unsuccessful inclusive education experiences. However, in comparison to the research that supports inclusion, the number is so small as to be considered insignificant. The research that speaks adversely regarding inclusion follows:

- Baines, Baines, and Masterson (1994) report unsuccessful attempts at inclusion. However, these effects can be attributed to students being placed in regular classrooms without the provision of proper supports.
- Zigmond and Baker (1995) describe students being "included" in general education classrooms but not receiving the special education services deemed appropriate for them.
- Cole, Mills, Dale, and Jenkins (1991), Holohan and Costenbader (2000), and Mills, Cole, Jenkins, and Dale (1998) all conducted studies which found that developmental outcomes for children in integrated versus segregated were either comparable or in the favor of the segregated settings. "In each case, however, the effect size was relatively small, with pretest scores accounting for substantially greater variance in posttest scores than type of placement" (as cited in Rafferty et al, 2003, pg.469).

We have presented the research that substantiates the fact that inclusion works on several levels, not just for students with disabilities, but other students, special and general education teachers, and schools. We know it works. So why don't we do it? These authors believe the main reason is preconceived notions about the inherent capacity for learning of students with severe disabilities and a not-so-well-camouflaged marginalization of people with disabilities.

A student's placement can be a matter of geography.

It is interesting to note that whether or not a student is included seems not to be actually based upon his/her individual needs, but is more a matter of geography. If a school or district values inclusion, most, if not all students will be included. If they do not, students will be segregated. A move from one district to another often results in a change of placement. The student's needs did not change but values did.

Cheryl Jorgensen (2002) presents 6 reasons for segregating high school students with disabilities (although these same reasons are used for students at all age levels) and then gives arguments for why those reasons are "indefensible." Paraphrased, they are:

Reason	Misconstrued construct	Counter argument
1. Not smart enough	Belief in the idea of "mental retardation"	Mental retardation is a social construct and not a characteristic – Luckasson et al, 1992
	Need to have prerequisite skills	No one learns in a predetermined, linear fashion
	Intellect parallels appearance	Inability to move, talk, walk, and see has nothing to do with intelligence
	Invalid use of assessment/testing	Until students have a reliable means to communicate, we must not judge them unable to learn
	Prejudice	Learning capacity is not a predetermined quantity
2. Curriculum content is unimportant to this student	Forgetting what's important about high school	What is most important for kids is relationships [Schnorr, 1997]
	Missing opportunities to learn in general education classes	There are lots of things to learn in chemistry besides chemistry and why should students with disabilities only learn about food, filth, flowers, and folding?
	Thinking students must Must learn it all for any of it to be important	The details we remember about physics, world culture, and 19th century British literature don't make us engineers, diplomats, or authors
	Envisioning limited futures	Being in general education classes provides a common ground for developing shared interests
3. Functional skills are more important	Thinking that the quality of life depends upon being "skilled"	Quality of life depends upon relationships, interests, etc., not how the silverware drawer is organized
	Thinking that community-based instruction (CBI) is the only key to a successful adult future	All students need CBI and a well rounded education; ask students with disabilities what they need to make their lives better
	Vision of cleaning and making beds rather than libraries and museums	With greater inclusion comes expanded interests and broadened horizons

4. Haven't figured out supports yet	No way to communicate	If you can move, you can communicate
	Haven't figured out that student learning is inextricably linked to the quality of the supports	Must withhold judgment about achievement until students have a reliable means to communicate all the time
	Team members disagree/ have different visions	Supports for team members are as important as supports for students
	"Challenging behavior" is viewed as the problem	Evaluating the quality of student supports before evaluating students
5. Don't think segregation is harmful	Students with significant disabilities experience harmful effects from being educated in segregated classes and schools	Poorer quality IEPs - Hunt & Farron-Davis, 1992; Lack of generalization of learning to regular environments - Stokes & Baer, 1977; Disruption of sustained opportunities for social relationships (Strully & Strully, 1992)
6. Prejudice	All of the above	Equitable opportunities are necessary to form valid

DISCUSSION POINTS:

- ***Thinking of Ryan, have you seen students who were fully included who were missing out on more traditional "functional" skills? How could their inclusive placements have added teaching and learning those skills?***
- ***Have you seen students who were in segregated placements who were missing out on learning the full academic curriculum? How could their segregated placements have addressed this? (Think in terms of classroom discussion, group work, content delivered by someone who was an expert in that subject matter.)***
- ***If the teacher in "A Teacher's Story" had let misgivings, embarrassment, and doubts, prevent her from moving kids to more inclusive settings, how might the "what ifs" and "wows" have looked different?***
- ***Thinking about Brett, Have you ever assumed the reason for a behavior and found out later it was you were incorrect? Have you ever tried to teach a student something that you assumed he/she would never get and then seen that she did?***

What Do You Need to Be Able to Do It?

Besides having a belief and a commitment to making inclusion work, there are 4 competencies which a special education teacher needs to have that are in addition to those things we already know make a good special education teacher (observational skills, data based decision making skills [systematic instruction, program evaluation, etc.], management skills [time, associates, therapists, etc.], assimilation skills [combining discreet objectives into goals that address whole child functioning]). These additional competencies are:

- Building a collaborative relationship
- Developing meaningful adaptations
- Utilizing appropriate supports
- Facilitating student relationships

While some of these seem to be skills that special education teachers should already have, in inclusive settings, they are very different. We will explore them in detail here and you will find them referenced throughout the rest of this module.

> The success of inclusive settings is directly tied to the amount and quality of collaboration between the general and special educators.

Building a collaborative relationship:

The success of inclusive settings is directly tied to the amount and quality of collaboration between the general and special educators. The time issue around successful collaboration is well documented. However difficult it is in terms of scheduling, it is critical in ensuring that an inclusive placement be of real and meaningful benefit to students with severe disabilities. Regularly scheduled collaboration times ensure that the special education teacher knows what is being taught, how it is being taught, and when it is being taught. Without knowing these things beforehand, special education teachers (as is often the case) find themselves making adaptations "on the fly." This type of (non)preparation cannot provide the best instruction for students. The first and most important thing (yes – even prioritized over direct instruction!) is to schedule a common planning time with general education teachers. The difficulty of this is acknowledged but that doesn't make it less important. It is hard at the elementary school level but presents even greater challenges for middle and high school teachers. Teachers and administrators need to work this out at the building level, finding a solution that works best for them.

Building a Collaborative Relationship

1. Schedule collaboration time / common planning time
2. Establish *what* will be taught – content expertise of general education teacher / special education teacher targets access.
3. Establish *how* the content will be taught considering the variety of instructional formats.
4. Develop an informational planning tool to provide instructional support to the collaborative team.

Once a collaborative planning time has been established, what to collaborate about is the next step. As students are now included in the general curriculum full time, that is the place to start. The general education teacher is the curriculum expert on the team; the special education teacher is the expert at making sure the curriculum is accessible to the student.

(See the Accessing the General Curriculum Module and Workbook [Clayton & Burdge, 2003] and Adaptations, Modifications, and Assistive Technology Module [Clayton & Denham, 2004] for more information.)

After establishing what is to be taught, how it is to be taught comes next. Teachers generally use several standard instructional formats – lecture, individual and group work, research, practice including worksheets, and culminating projects or events. Since students are in the class full time, they need to take part in each of those formats. For students with severe disabilities, this presents a huge challenge but one that must be dealt with. It is tempting, because we sometimes don't know how to make some formats meaningful for a particular student, to remove the student from that piece of instruction and do something different. However, if students don't have the same access to the instruction that other students have, we cannot say they can't learn it. We have not provided full access. We have to keep trying to figure out ways to make all the instruction meaningful. Burdge et al (2001) provides a format for planning this type of instruction.

How collaboration is conducted is of utmost importance in building mutual trust and respect between general and special education teachers (Hourcade & Bauwens, 2003). A common way of collaboration (done but rarely successfully) in many schools is the exchange of lesson plans. Usually, it is really not an exchange but a one way interchange – from the general to the special education teacher. This seems to put some extra pressure on general education teachers and is often seen as a presumptuous request ("demand"). Additionally, there is limited usefulness to the information on most lesson plans. General education teachers know what they are going to do so a lesson plan is rarely more than an outline and doesn't provide the special education teacher with the sufficient detail necessary to plan effectively. It is the personal and professional interplay of ideas generated in regularly scheduled, collaborative planning times (Pugach & Johnson, 2002) that is most effective for inclusive education.

Kathy Gee (2001) proposes a conversational approach to a unit planning process in which 6 basic questions spur the discussion:

1. What are the primary goals/outcomes for the students during this unit? What's the range of skills we'll be working with? What are the social expectations?
2. What are the main teaching activities and routines that will be used to engage the students in the learning process?
3. How does each of the activities look? Tell me more!
4. Now let's talk a bit about the particular students who have disabilities/extra challenges. Let's brainstorm:
    a. Expectations for the focus students: are modifications necessary?, any alternative outcomes?
    b. Any adaptations/accommodations which need to be made in the way in which we provide information to the students?

It is the personal and professional interplay of ideas generated in regularly scheduled, collaborative planning times that is most effective for inclusive education (Pugach & Johnson, 2002).

c. Any changes in the ways in which this student will provide information to us? How will the student be a contributing member of the class?
d. Are there any other things we can do to support the student's social and educational integration in the class? During which activities will the student need adult support?

5. What is the best way for me to summarize this information for you?
6. How should we plan to spend some time together with the student?

This approach keeps the focus on the student, respects the general education teacher as instructional leader, and offers the promise of ongoing support.

When differences of opinion occur between the general and special education teachers in inclusive classrooms, consensus ("Can I live with that?") is, of course, the best scenario. However, the general curriculum is of primary importance so it is the belief and experience of these authors that the general education teachers' opinions should be deferred to. They are the content experts and often aspire to higher expectations for all students.

Developing meaningful adaptations:
Special education teachers are experts at developing and implementing adaptations that help students perform at higher levels. What is different about this in inclusive settings is what is adapted.

Typically, adaptations are made so that domain area skills can be performed at higher levels or more independently. The higher level of performance and more independently remain important considerations but now it is performance and independence within content area activities that is the focus. For example, we might develop an augmentative communication system that a student can use to socialize, answer questions, or make requests. But the context is different. Instead of just socializing, the adaptation helps the student comment on content area knowledge; instead of just answering "what do you want to drink?", the adaptation helps the student answer questions related to the subject matter; and instead of just asking to be repositioned, the adaptation helps the student ask for assistance with his/her project. The curriculum and the content remain the same. The access is what has been adapted. (See the Accessing the General Curriculum Module and Workbook [Clayton & Burdge, 2003] and Adaptations, Modifications, and Assistive Technology Module [Denham & Clayton, 2004] for more information.)

It's not really inclusion if the student with disabilities is always doing something different.

Utilizing appropriate supports:
The difference in the provision of supports between inclusive and segregated educational experiences is a matter of who's available. In segregated placements, supports generally consist of the special education teacher, associate(s), and specialists. In some settings, peer tutors might be available. Integrated settings offer more. There are now peers (not

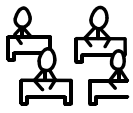
peer tutors as well as general education teachers, including special area teachers (art, music, physical education, library, etc.).

When inclusion for a particular student is decided upon, a typical support that seems to be automatically provided is a one-on-one associate. In many cases this is appropriate, but in just as many, it isn't. In fact, one-on-one associates sometimes get in the way of the relationship building opportunities and independence.

One-on-one associates sometimes get in the way of relationship building opportunities and independence.

The more naturally the support is delivered, the better. Jorgensen (1992, pg.183) defined the natural supports as follows: "Natural supports for school age children with disabilities are those components of an educational program – philosophy, policies, people, materials and technology, and curricula – that are used to enable all students to be fully participating members of regular classroom, school, and community life" (as cited in Wehmeyer, 2002).

Observation of typical instruction also points out another source of natural support – peers without disabilities. As a matter of daily instruction, peers in general classes support each other formally and informally. Some activities are structured so students work together to develop a product, find answers to questions, take part in discovery learning, etc. (cooperative learning). Sometimes one student with a certain skill or set of knowledge is asked by the teacher to assist a peer who needs a little extra help. Sometimes students take it upon themselves to assist each other. This can be anything from helping to find an answer to pointing out what math problem they are working on to carrying materials to the group work table. These are the same types of natural supports we can expect for a student with disabilities who is included. This natural support is of optimal value in fully inclusive programming. It provides no more support than is necessary and gives no more support to the student with disabilities than that provided to other students. These situations, either formal or informal, should provide some opportunities for the student with disabilities to occasionally be the provider of support to classmates and not always be the receiver of support.



Stephanie's Story

Stephanie is a good example of this reciprocal assistance. Stephanie could identify less than 100 sight words, could count to 10 (sometimes further when counting candy), could identify coins but not the value, and could click and drag the mouse for a familiar computer program. Obviously she needed assistance from peers to complete even her adapted work. What Stephanie excelled in was organizing the room - she knew which backpack and jacket belonged to every student (a great asset to the teacher), she

remembered exactly what supplies needed to be brought to art on Tuesday (saved a few kids there), and was the most dependable on delivering messages to the office. When someone in the class couldn't find paper, she knew where it was. When someone came into the room asking for a student, Stephanie was the first to point the student out. When someone needed help with finding a computer game, Stephanie was once again the person to help. This ability to help as well as requiring help made Stephanie a valued and accepted member of the class.

Classmates delivering peer tutoring is not a preferred method of support in inclusive settings. Peer tutoring sets up unequal relationships that inclusive settings seek to negate. The exception to this would be the peer who is not a classmate and only comes to a class to provide tutor support.

Associates can provide direct support to either the student or to the general education teacher. One of the most successful ways of providing support by an associate is to assign the associate to the general education teacher rather than to a particular student. It is to be understood that the purpose of providing the extra adult support to a class is to ensure that the student with disabilities receives the appropriate instruction. If that means that at times, the associate works with other students or does jobs for the teacher so that the student with disabilities receives support from the general education teacher, that works. If at times, the associate provides direct support to the student to facilitate leaning or to provide more specialized instructional delivery (systematic instruction, etc.), that also works. This type of class versus student assignment allows for the kind of fluidity of instructional delivery typical of inclusive classrooms.

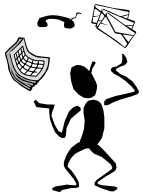
Associates do need time to receive instruction and support from the special education teacher.

Associates do need time to receive instruction and support from the special education teacher. As sometimes happens in ineffective inclusive settings, associates are placed but not trained in delivering supports, instructional techniques, or making and using adaptations. This does not work for either the student, associate, or general education teacher. This means the special education teacher needs to allot some time to not only consult with but train the associate. Generally, it helps for the special education teacher to spend time in the classroom along with the associate. This does not have to be daily, but regularly scheduled will help to make sure it happens.

You may be wondering, "When does the special education teacher actually teach the student?"

One thing that is often heard from special education teachers new to inclusion is that they "don't get to teach." Special education has always been about providing only those

specialized services a student needs in order to succeed educationally. This comes in the form of collaborating for differentiated instruction, developing and making adaptations, and managing student supports. In inclusive classrooms, that means making sure that all students receive the benefits of such practices, including students with disabilities. Who and how that support is delivered is a matter of need, availability, and equity.



Managing all of that is teaching.

Facilitating student relationships:

Through modeling by the adults (general and special education teachers, associates, and others), typical peers develop the knowledge that people with disabilities are the same in terms of personality and "specialness" as everyone else. When adults continually reinforce by their actions that everyone can contribute, everyone needs help sometimes, everyone can give help, everyone can be likeable, everyone can be not-so-likeable, and no 2 people are ever the same, children follow the lead. In fact, even when adults aren't so far along in their thinking, children sometimes take the lead.

It is the rare circumstance when adults modeling or allow situations to occur when students are ridiculed or made fun of. If this does occur in the case of a student or students with disabilities it is usually indicative of a much more pervasive problem and includes the same attitudes fostered toward any student perceived as "different."

A more subtle form of prejudice occurs more frequently and, while no harm is intended, it is damaging just the same. Sometimes, through both actions and words, a student with disabilities is portrayed as someone to be pitied. When students with disabilities are always seen as people who need assistance, are given special privileges, are not expected to take responsibility for work or behavior, must be "liked", and other evidences of "specialness", the perception of "differentness" is presented and reinforced – not the goal of inclusion. It is not equality (everyone is treated exactly the same) but equity (everyone's uniqueness is taken into consideration and treated fairly) that is the goal.

*It is not **equality** (everyone is treated exactly the same) but **equity** (everyone's uniqueness is taken into consideration and treated fairly) that is the goal.*

While we have presented the documentation demonstrating the relationship building opportunities and inherent facilitation of friendships afforded by inclusive education, there are times when certain students, classes, or programs need a more structured, overt approach. It is important to remember that these interventions should only occur as needed and should only continue for as long as needed. Their unnecessary or prolonged use can result again in fostering the "specialness" of particular students.

The special education teacher is generally the person who identifies the need for such measures and takes the lead. There are several relationship building programs that are available and a couple that are widely used. The 2 most frequently used programs are Circle of Friends and McGill Action Planning System, more commonly known as MAPS (Forest & Lusthaus, 1989).

Circle of Friends & McGill Action Planning System - MAPS (Forest & Lusthaus, 1989).

Circle of Friends (Falvey et al, 2001) is a person centered, group of friends who meet regularly with and about the person with a disability. It is more of a support oriented social network which gathers to form a supportive community of which the person with a disability is a member.

MAPS is a planning tool geared toward helping a person with disabilities and the members of their social network identified a vision of the future and develop a plan to get there. The basic steps take the form of questions:

Question #1: What is a MAP?
Question #2: What is (the student's name) history?
Question #3: What is your dream for (student's name)?
Question #4: What is your nightmare for (student's name)?
Question #5: Who is (child's name)?
Question #6: What are (student's name) strengths, gifts and talents?
Question #7: What are (student's name) needs and challenges?
Question #8: (a) What action plans are needed to meet these needs and avoid these nightmares?;
(b) What would an ideal day at school look like?

Cori's Story

Cori was in middle school and had some overall success in that she was integrated into a homebase, electives, and increasingly in language arts. She had peers that were in her classes and that came as peer tutors to the self contained classroom. The area that Cori was experiencing the least success was in relationships. The peers were loyal to her but were beginning to play the role of associate more than peers. Cori ate lunch apart from peers and was not involved in any after school functions.

A MAPS session was planned with her parent's permission and key people in her life were invited. This included her mother, two key peers, two general education teachers, special education associate, special education teacher, and Cori. The basic questions were addressed and discussed. The dreams that came out of the discussion included Cori making friends. The peers felt that an important part of developing and maintaining

friends in middle school meant eating lunch together and going to school dances. One of mom's nightmares was that Cori would get lost or that someone would hurt Cori. Following a brainstorming activity, an action plan was developed to make the dreams happen while ensuring the nightmares didn't occur.

Cori was reluctant to talk when eating and she didn't like to move to another table. So the girls came over as soon as Cori was finished eating and began to invite more and more of their friends, now the "segregated" table where Cori was eating quickly became a typical table in the cafeteria and other girls got to know Cori better.

The members of Cori's MAPS team acknowledged that getting Cori to a school dance would be challenging and the peers made it clear that Mom could not come to the dance. So the special education teacher agreed to chaperone the dance but only help with Cori if needed. Mom arranged a time to meet the girls at the front door to allow Cori to get with them and arranged a time to meet them to pick her up. Cori didn't stay long at the dance but while there, she had fun and was part of the crowd. This was the beginning of developing the relationships that were part of everyone's dream and with increased supportive relationships, the fears of the nightmares decreased.

One frequently heard lament often heard when discussing the relationships of persons with disabilities is "But he doesn't want to be around other people, much less have friends." Some students, because of the nature of their disability, have found relationships frustrating and difficult to comprehend. It is the job of people involved in inclusion to assist those students in understanding more about the give and take of relationships in the hopes that they and the people who care about them will find mutual rewards. It is not enough to stop at the lament. All people need the support of others. If this support at first seems unwelcome or undesired, it is incumbent upon us to find ways to facilitate the development of interdependence, as well as the appropriate communication of limits (with, of course, the corresponding respect such communication requires).

Sometimes this "resistance" to being with others manifests itself in challenging behaviors that are harmful (physically and/or psychologically) to everyone in the "relationship." The use of behavioral analysis might be a logical first step in these situations (Groden et al, 1996).

DISCUSSION POINTS:

- ***omments or arguments you have heard***
- ***expectations, fear of not being able to do it (lack of skills). What could be done to help people understand or help them gain the skills?***

A MODEL FOR INITIATING INCLUSION

Phase 1: Preparation before teaching actually begins

- **Develop the student's schedule into general education classes, considering:**

  - ☐ It may be helpful to have the student scheduled in with a key group of peers that work well with the student. This wouldn't have to be the same students in every class, but ensure that one or two are in each class.

  - ☐ Carefully schedule classes where it will be least interfering if necessary to be released for medical/personal needs

  - ☐ If mobility is limited, consider keeping the distance between classes short when possible (e.g., have science right after math because they are next door rather than going around the corner to reading and then back to science)

- **Complete a summary to provide the classroom teachers which will include helpful information such as:**

  - ☐ Copy of the IEP or making sure he/she aware of where it is located (important to treat it with confidentiality)

  - ☐ Hints on positively handling behavior

  - ☐ Medical needs (e.g., seizures, known allergies, etc.)

  - ☐ Simple adaptation hints (things that have already worked, etc.)

  - ☐ Communication skills and needs

  - ☐ Learning styles (e.g., does best when shown an object or has a texture to feel)

  - ☐ Skills to embed whenever possible (e.g., identifying numbers that can be done throughout the day with various materials)

Phase I: Preparation before teaching

1. Develop the student's schedule into general education classes.
2. Complete a summary of student's needs to provide the classroom teachers.
3. Set up planning – individual and

- **Set up planning (individual and team)**

  - ☐ It is important to meet with the teacher or team of teachers prior to the start of the school year to:
    - familiarize them with the student,
    - talk about expectations, and
    - share any questions/concerns
    - review a curriculum timeline, allowing a glance at what chunks of curriculum will be taught when
    - set up student physical placement in classroom, keeping in mind things such as:
      - physically placing the student as part of the class yet ensuring that the student if in a wheelchair can get past desks to move in and out of the classroom
      - allowing room for extra help for student without setting the student apart from peers
      - providing for any specific needs such as vision, hearing, or behavioral/safety which require preferential seating
      - where to place positioning devices or other specialized equipment within the room

  - ☐ Establish a scheduled planning time with the teacher or team to plan for access to general curriculum (see Access to General Curriculum Module) and setting up adaptations (see AMAT Module) for each new unit of instruction

  - ☐ Establish a preparation time each day in order to prepare instructional adaptations, set up assistive technology, collect and monitor, evaluate data, organize needed evidence for assessment, etc. This time should be a high priority and will result in increased instructional focus and student learning throughout the year. (Clayton, Burdge, & Kleinert, 2001)

  - ☐ Determine supports for each class (e.g., peer, peer tutor, paraprofessional, special education teacher, speech therapist, etc.)

  - ☐ Prepare supplementary materials for the student
    - Independent work related to content area (not necessarily related to current unit)
    - Quick adaptation guide (e.g., place worksheet in plastic sheet and have student circle familiar content area words)
    - Materials to work on IEP skills that need to be imbedded throughout the day
    - Schedule

Phase 2: Getting started (Day one – Week one)

- The goals for the first day:
  - ☐ Make sure that all students get to lunch, get any needed personal needs met, and get on the correct bus to get home, the rest can wait!
  - ☐ Finish it with no major problems and to get a first glimpse of where problems may need to be addressed.
  - ☐ Get everyone to agree to come back the next day.

- **Schedule a time to get into each general education class in which the student(s) are placed**, prioritizing students with more complex needs (behavior, motor, medical), classes that may be more difficult (e.g., a teacher who is very insecure with the student), and/or classes in which no additional personnel are placed.

- **Begin getting a feel for the instructional set up of each class and determining where IEP skills can be addressed throughout the day.** An IEP Matrix is a nice tool to use in planning this.

- **Place data collection sheets in the student's classroom so that everyone who is to take data has easy access to the sheets in the class with the student.** Begin to explain the best time and way to take data to any support personnel.

Phase 2: Getting started

1. Set goals for the first day.
2. Schedule time in each general education class where students are placed.
3. Analyze the instructional set up of each class.
4. Place data collection sheets in each class.
5. Utilize the first week to visit each student, facilitate relationships, train individuals on assistive technology, begin adaptations, and examine problem areas.
6. Become comfortable with a variety of teacher roles.

- Quite often the first week is filled with settling in and review for all students. Use this relative down time to:
  - ☐ touch base with each student but spend most of the time setting things up for the year
  - ☐ allow the student to acclimate to the environment and develop relationships
  - ☐ train everyone on any assistive technology in place
  - ☐ begin creating adaptation for the following week's units (see the AMAT and Access to General Curriculum Modules)
  - ☐ check with general education teachers and see where problems are and address
  - ☐ provide lots of positive reinforcement to everyone involved. One teacher attached a note to life savers that read, "Thanks for the great job you have done this week – you have been a life saver!", and she gave it to everyone.

- **Working in inclusive environments mean that the special education teacher must make a major role shift, the following hints may work:**

    - ☐ Be sensitive to each teacher's preferences, working style, class rules (spoken and unspoken) and adjust to them (e.g., one teacher may prefer you get in her desk and get a paperclip while another will want you to ask and she'll get it).
    - ☐ Expect to feel like an associate for a little while, realizing that special education teachers have a specialized knowledge and the general education teachers will learn to appreciate it and will soon realize the equality of the partnership.
    - ☐ Continue to provide direct instruction within the general education classroom by selecting the ideal times to pull the student aside or sit quietly at his/her desk and work on needed skills (preferably content based but others as necessary).
    - ☐ Offer to help assist in planning curricular lessons, teaching certain skills, assisting with entire class when in the room, etc. Even offering to grade papers, do the occasional bulletin board, supervise time periods, etc. will not only help all students see you as a teacher but will be greatly appreciated by a teacher who might feel she has added work because of inclusion.

Phase 3: Maintenance and continual improvement

- **Once through the preparation and first week, possibly the first month, the shift of importance becomes focused on student learning within a standards based instructional curriculum.**

- **Continue meeting regularly** with teacher/team to determine what learning is taking place for all students

- **Maintain important preparation time** needed for adapting work and other responsibilities so that the student can access the most learning possible in each content area

Phase 3: Maintenance and improvement

1. Focus on student learning.
2. Continue regular meetings.
3. Maintain preparation time.
4. Adjust needed supports.
5. Monitor relationships.
6. Communicate with parents.
7. Avoid pitfalls of inclusion.

- **Adjust needed supports in each class** (e.g., paraprofessional, peer in classroom, peer tutor, therapists, etc.)

- **Monitor relationships** and conduct a more formalized intervention if the student is having trouble

- **Communicate with parents** regarding the learning opportunities the student is having and how the IEP objectives are being addressed

- **Avoid "pitfalls" of ongoing inclusion:**

  ☹ Pulling student(s) to special education room as soon as things get tough
    - Don't expect more from special education students than others – often other students without identified disabilities cause more disruption.
    - General education students will adjust to low level noises just as they have adjusted to hearing noises in the hall or the sound of the heater running.
    - Students with disabilities can be provided supports that help with behavior in the classroom such as a place to go to in the room to help calm them down (e.g., a cushioned chair near the teacher's desk).

  ☹ Providing specifically designed instruction solely in the special education room vs. providing the same instruction in the general education classroom

  ☹ Always sending a paraprofessional to the general education classes vs. special education teacher attending on a routine basis

  ☹ Getting too dependent on adult assistance with student

  ☹ Only adapting for tests vs. for the actual learning process

  ☹ Deciding the student won't benefit from something, therefore only allowing access to parts of the content

  ☹ Providing a single curriculum within a content area (e.g., money skills in math)

  ☹ Remembering that some "down time" is okay and normal for all students (just watch what happens during whole class lecture and individual work time with those typical kids!)

What does a student's day look like?

Class or activity	Class instructional activity	Access to instructional activity	Support for Craig	Informal curriculum/embedded IEP objectives
Home room and Writing from Reading	Read 10 min. and reflect on reading in journal	Craig will listen to short pieces of text on the computer via a text reader and then will use IntelliKeys to write about the piece. Included on the InelliKeys is his first and last name and date that he must type each day.	Peer will set next to him at computer, help him open, begin the reading, and then move IntelliKeys for him to use when ready to write. The peer can work on own reading/writing as well	• Indicate to peer that he needs assistance using his communication board (IEP objective) or just "talk"
Language Arts	Reading biography of choice preparing a Biographer's chart	Craig will listen to paraphrased portions of the biography he selected and be asked to select the picture by eyegaze or tapping with wrist the one that correctly fills in the section of the chart	Paraprofessional attends language arts with Craig but also assists other students and the teacher. He/she will read the text to Craig and assist him in gluing the picture into his chart	• Listen to the teacher directions • Work on embedded IEP objective of extending his left arm to indicate a selection
Transition	Going to science (no stops)	Craig checks his picture symbols schedule which reminds him of where his next class is and that there is not a break that allows for drinks	Peer from language arts and science walks with Craig, ensuring that he wheels his chair safely through the hall	• Smiles at people who speak to him in hall • Go directly to science class without stopping to look in other rooms

Class or activity	Class instructional activity	Access to instructional activity	Support for Craig	Informal curriculum/embedded IEP objectives
Science	Discuss the periodical table and its purpose, then complete a worksheet on periodic tables	Craig will use IntelliKeys to match the picture to the element/picture symbol/name using IntelliTalk	Paraprofessional is in class for the first 15 minutes to ensure that Craig is set up, then a peer helps him complete while working on own worksheet	• Identifying picture symbols (IEP obj.) • Motor skill of reaching and pressing correct key on adapted keyboard (IEP obj.)
Transition	Same as first transition			
Discover the Arts	Discuss elements of Impressionist painting; utilize Impressionist techniques to create a painting	• Craig will be asked to identify a selected color on the color wheel using his communication board during class discussion • He will paint by dabbing appropriate colors on his paper • *Craig leaves class 15 min. early to visit the nurse's station to have medical procedure and daily stretches*	The classroom teacher will ask Craig a question and will prompt him to use his board. The teacher will also help place the adapted paint brush on Craig's hand and help him dip it into the paint, a peer will continue to help him when he needs more paint • *The nurse will come to the room to get Craig but first waits to see if he remembers to come on his own*	• Communication skills to answer questions • Motor skills to dab paint • Appropriate social skills while working with peer

Class or activity	Class instructional activity	Access to instructional activity	Support for Craig	Informal curriculum/embedded IEP objectives
Locker break	Students can go to their lockers and take a restroom break as needed	Craig leaves the nurse's station and joins a peer who has a locker next to his, allowing him time to socialize	Peer support only	• Appropriate social skills • Communication skills • Follow routine
Computer Tech-nology	Setting up timeline for civil war battles using available software	Craig uses IntelliKeys Board with overlay to type events into the software	Student Technology Leadership Program peer tutor	• Computer usage • Picture identification
Transition	Same as first transition			
Social Studies	Read and discuss the civil war during the year 1864, select an event to research using classroom resources	Craig will listen to the reading and discussion. He will have pictures from the chapter and when it is discussed a peer cues him to look at them. He will choose an event and pair up with another student who selected the same event to complete research	Peers and general education teacher support Craig during social studies. While doing research, his partner will type 1 to 2 facts about the event in Writing With Symbols for Craig to have to practice reading some of the words. He will take it home for homework	• Working with peers appropriately • Attend to teacher • Identifying pictures • Making choices

Class or activity	Class instructional activity	Access to instructional activity	Support for Craig	Informal curriculum/embedded IEP objectives
Lunch		Craig chooses his lunch from the menu sent home each week and has the items programmed on his communication board, which he uses to request items when going through the line. He sits with peers	A peer goes through the line with Craig and helps him carry his tray. The paraprofessional joins him in the cafeteria and helps him with feeding.	• Feeding skills • Social skills • Communication skills
Locker break	Craig goes to the nurse's station right after lunch for medical procedures and daily stretches			

Class or activity	Class instructional activity	Access to instructional activity	Support for Craig	Informal curriculum/embedded IEP objectives
Math	Complete several examples of exponents on the board then complete the problems at the end of the chapter	The base, exponent and factors are written on small cards, Craig will look at the base and select the matching number then will count out the correct amount as signified by the exponent (e.g. $2^{4} = 2x2x2x2=16$). The last 10 minutes of math are used to record homework, gather supplies for home, write note to parents, etc.	A high school peer tutor comes to the middle school every day and attends math with Craig. The special education teacher comes to math each day for the first 10 minutes to ensure he has everything he needs and remains the entire class period one to two days a week to provide/direct instruction and to record data The peer tutor the last 10 minutes reviewing his schedule and agenda in preparation for departure	• Number identification • counting
Busses – end of day	Paraprofessional walks to the bus with Craig			

Craig in Science Class

Craig goes to science each day from language arts class with a peer that is in both classes. He is independent in using his wheelchair but needs reminders to keep going rather than stopping to look into classrooms or "talk" (vocalize) to students. The lab tables are fairly large and students sit on low stools, Craig is assigned to a table that is near the door so that he can get in and out of class with ease. He sits at a table with typical peers. There is one other student with disabilities in the class who sits at another table with typical peers.

A paraprofessional is assigned to the science class for the first 15 minutes to ensure that Craig has supports and adaptations in place. Often the class completes worksheets during which time Craig uses a laptop with an adapted keyboard (IntelliKeys) with a curriculum specific overlay to work on science vocabulary. The special education teacher uses Student Technology members to assist in creating the overlays prior to the instructional unit. The paraprofessional sets up the laptop and keyboard, adjusts the volume and then puts it aside where a peer can pull it over when appropriate.

The science teacher leads a discussion of the periodic table… Craig has samples of selected elements; he keeps one of them in front of him to maintain his interest. Craig uses an adapted keyboard with a custom overlay to explore each element and find an example. Craig types an element when instructed and data is taken on accuracy.

Today in class the science teacher leads a discussion of the periodic table, its purpose, and highlights selected elements. Craig has samples of some of the elements for the class to pass around and pictures of others. Together the class reads the section on periodic tables in the science textbook and the teacher asks questions. Craig listens like the rest of the class and should be attending. He keeps one of the objects on the table in front of him to keep his interest and peers have learned to cue him to pay attention when he begins to look out the door, vocalizing as people walk by. The science teacher has also learned that using Craig's name in examples or in general discussion helps keep his attention (e.g., "That's cool, isn't it Craig?").

When it is time to complete the worksheet, the peer pulls the laptop and keyboard over where Craig can reach only the keyboard but can easily see the laptop screen. The keyboard is set up on a slant and is placed so that Craig has to stretch out his arm to touch the keyboard, which is a therapy goal. The overlay for the keyboard has pictures for iron, silver, gold, and copper, and is designed to work with a talking word processor (IntelliTalk, IntelliTools). When he pushes a picture, the monitor displays the name of the element, a picture symbol and a description of the element (e.g., "Ag is the element silver, quarters are silver"). Craig can explore the elements using the keyboard until the special education teacher comes to work with him. She will ask him to "type" the stated element and will use a least to most prompting system while instructing. She will take data on correct elements typed and on motor skill of reaching and touching the keyboard.

She will also make note of adjustments needed for instruction or adaptation as well as extra practice he can take home for homework. When finished a peer can help Craig print off his "worksheet", stamp his name and date on the top, and hand it in with the rest of the class.

During the last few minutes when kids are talking and waiting for the bell to ring, Craig can propel his chair over to a group of kids sitting at the next table. A peer who is in his next class draws Craig's attention to his picture symbol daily schedule to show him where they will be going next and shows him the symbol for no drink which reminds Craig that they go straight to the next class and can't stop to talk or get a drink. When the bell rings, the peer and Craig go to the next class.

What is the special education teacher's role?

Collaboration:
The special education teacher may take the primary role to ensure that routinely scheduled planning sessions are held in order to build ongoing collaboration with the general education teacher/team. The special education teacher's role within this collaboration process may include the following:

1. Listen to the general education teacher explain curricular activities planned to address standards and expected outcomes
2. Offer suggestions that may make the lesson universally designed (multiple means of presentation, demonstration, and engagement)
3. Talk with the general education teacher about prioritized learning outcomes for the student with severe disability
4. Discuss ideas for adaptations for active learning and participation
5. Discuss concerns that may arise from either party (e.g., behavior, dependence on adult, accessibility, lack of relationships, etc.)

One process to follow is the conversational approach to a unit planning process developed by Kathy Gee (2001). A sample conversation follows:

1. What are the primary goals/outcomes for the students during this unit?

All students are learning the Periodic Table, understanding what they are, what are elements, and memorizing parts of the table.

What's the range of skills we'll be working with?

Most students will have seen the table before but may not know its name, they will be able to explain elements and the use of the table as well as memorizing it. A few will already know about the table and will be able to research careers that may use the table, while others will have understanding but may learn a few of the elements.

2. What are the main teaching activities and routines that will be used to engage the students in the learning process? *Students will explore the Periodic Table on an interactive web site, they will then read in the science text about how the table is set up and have class discussion. They will also complete a few worksheets to help them remember the elements and some of the atomic numbers, symbols, and mass as well as common uses.*
3. How does each of the activities look, tell me more! *The web site is interactive, when the mouse is held over the element the name and list of common uses appear. When we read from the science text, students will take turn and we will have a discussion after each section. The worksheets are mostly fill in the blank, fill in the chart and match common uses to elements.*
4. Now let's talk a bit about the particular students who have disabilities/extra challenges Let's brainstorm:
    - Expectations for the focus students: are modifications necessary? Any alternative outcomes? *Possibly decrease the amount of information he should learn, maybe only 4 or 5 elements and not worry about the number or weight, just the symbol*
    - Any adaptations/accommodations which need to be made in the way in which we provide information to the students? *Craig can sit with a peer and explore on the computer with a text reader. Another option is to have an overlay created that has part of the Periodic Table or elements on it and when he hits the key, it gives him a picture and auditory feedback. It would help if actual objects representing the elements could be used.*
    - Any changes in the ways in which this student will provide information to us? How will the student be a contributing member of the class? *He can use his adapted keyboard with overlay to answer simple questions and to complete worksheets. He could also make choices between concrete objects and pictures.*
    - Are there any other things we can do to support the student's social and educational integration in the class? During which activities will the student need adult support? *He can complete most activities with peer support, the paraprofessional will go in to make sure things are set up for him. The special education teacher will come in one to two days a week for the last half of class to provide direct instruction and monitor progress. The general education teacher could involve him by calling on him to answer simple questions or just to verify what the teacher said (e.g., that's right isn't it Craig?)*
    - What is the best way for me to summarize this information for you? *Write down adaptations on a post it and expectations for me. Also, let me know what days you will be in.*

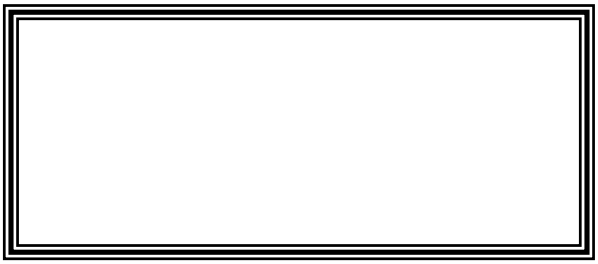
- How should we plan to spend some time together with the student? *Come in when you are scheduled will work and possibly schedule for test day.*

A similar process could be used with the Four Step Process for Accessing the General Curriculum located in the Accessing the General Curriculum Module (Clayton and Burdge, 2003).

Adapting grade level curriculum: The special education teacher may be the primary person responsible for creating adaptations for the student. However, it is helpful to involve the general educator in the process so he/she can ensure that the adaptation is moving the student towards the content and to further equip him/her in creating on the spot adaptations. When creating adaptations, modifications, or assistive technology it is important to:

- Determine the student mode of communication
- Determine the primary learning style
- Determine how the student will access the standard
- Determine the opportunities to move the student towards mastery
- Identify adaptations and assistive technology already in place
- Identify barriers to learning
- Identify the characteristics of student need and match the need to features of tools that will result in independent use of the adaptation, modification, or assistive technology

(Denham & Clayton, 2004)



Adaptations, modifications, and assistive technology for Craig include:

- Curricular specific overlay for adapted keyboard which he uses in several classes
- Software with text reader feature
- Actual objects to identify or match
- Communication board
- Pictures relating to content and curriculum
- Numbers on index cards
- Picture symbol schedule with monitoring section for each class

Enhancing supports: The role of the special educator is to schedule necessary supports for the student in the inclusive environment and to monitor the quality. There are a variety of resources to pull from to gain additional support for the student. One caution is to not have the student or the inclusive program totally dependent on a paraprofessional (associate). The amount and type of support may vary from class to class and possibly across the week. It is easy to fall into the habit of thinking if someone is in a wheelchair

they need the constant supervision of an adult who is getting paid through special education funds. Base needed supports on what is needed to have the student safely attend the class (behavior or medical) and to gain meaningful access to the instruction. At times a peer along with the general education teacher can help a student with adapted materials without interfering with the flow of the class. Following is a short list of possible supports:

- Natural peer support
- Peer tutor support
- Paraprofessional (associate)
- Special education teacher
- Therapists (O.T., P.T., Speech)

After scheduling supports for the student it is important to make certain that the proper type and amount of support is in place. This will require some conversations and planning prior to placement and then continual monitoring. Encourage everyone who is providing extra support to keep in mind the following:

- Only provide support as needed
- The student should have ownership over his/her own work, therefore, allow the student to make own choices and sometimes mistakes
- Remember the goal is for the student to learn new things rather than to simply complete assignments
- It is ok for the student to have some down time (everyone else does)
- Follow the systematic instructional technique closely
- Attempt to make data based decisions vs. solely emotional decisions
- Be confidential with the students disabling condition
- Treat the student as much like the rest of the students in the class as possible
- Work with other students in the class and assist the general educator as possible
- Allow others to help the student, don't hover
- Model the support for others

Relationship Building: The special educator plays a big role in relationship building for the students she/he serves. Many of the tips for providing support will also assist in encouraging relationships (i.e., model support/interactions, treat the student the same as others, don't hover, etc.) Other tips for informally facilitating relationships are:

- Examine the student's physical placement in the classroom – is he/she in close proximity to other students, not separated by an adult
- Do not place two students with moderate and severe disabilities right next to each other, this tends to build a "them" and "us" mentality
- Model appropriate interactions

- Assist students in getting familiar with the students formal and informal communication (e.g., Shelly is smiling when you talk to her that means she likes when you talk to her or Shelly is turning her head that means she wants to take a break right now)
- Provide ways for students to be together without an adult (e.g., send them on an errand together, allow them to sit in the reading center together, or partner them up for a science activity)
- Watch adult reactions – if the adult reacts negatively to the student with a disability then other students will as well
- Provide opportunities to build on shared interest
- Talk to the parents about the student signing up for in school and after school clubs
- Remember that the more the special educator is seen as part of the faculty (i.e., attends faculty meetings, serves on committees, chaperones dances, attends games, etc.) and the more he/she is seen as part of the class (i.e., works with other students, comes in on a regular basis, attends some field trips, etc.) the easier it will be to facilitate relationships for the student

When relationships do not naturally develop there may be a need to schedule something more formal such as Circle of Friends. The special educator in collaboration with the general educator can decide if and when this is necessary. It is important not to shy away from facilitating friendships while not moving too quickly to a formal process.

Summary: When shifting from a self contained to an inclusive classroom it may feel as though the special educator is no longer teaching. As seen in previous sections and this one, the role of the special educator, while albeit a changing one, does include teaching. The teacher must take numerous steps to ensure that the student is being provided access to the learning with proper supports in place as well as providing and monitor effectiveness of direct instruction.

Appendix A

Common Recommendations of National Curriculum Reports

• LESS whole-class, teacher-directed instruction • LESS student passivity • LESS prizing and rewarding of silence in the classroom • LESS classroom time devoted to fill-in-the blank worksheets, dittos, workbooks, and other "seatwork" • LESS student time spent reading textbooks and basal readers • LESS effort by teachers to thinly "cover" large amounts of material in every subject area • LESS rote memorization of facts and details • LESS stress on competition and grades • LESS tracking or leveling of students into "ability groups" • LESS use of pull-out special programs • LESS use of and reliance on standardized tests	• MORE experimental, inductive, hands-on learning • MORE active learning in the classroom, with all the attendant noise and movement of students doing, talking, and collaborating • MORE emphasis on higher order thinking and learning the key concepts and principles of a subject • MORE deep study of a smaller number of topics so that students internalize the subjects' way of inquiry • MORE time devoted to reading whole, original, real books and nonfiction materials • MORE responsibility transferred to students for their work • MORE choice for students • MORE enacting and modeling of the principles of democracy in school • MORE attention to affective needs and the varying cognitive styles of individual students • MORE cooperative, collaborative activity; development of the classroom as an interdependent community • MORE heterogeneously grouped classrooms where individual needs are met through inherently individualized activities; no segregation of bodies • MORE delivery of special help to students in general education classrooms • MORE varied and cooperative roles for teachers, parents, administrators, and community members • MORE reliance upon teachers' descriptive evaluation of student growth, including qualitative and anecdotal observation

From Zemelman, Daniels, & Hyde (1993)

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Web Resources

Centre for Integrated Education and Community (www. inclusion.com)
Consortium on Inclusive Schooling Practices (www.asri.edu)
Council for Exceptional Children (www.cec.sped.org)
Kids Together, Inc. (www.kidstogether.org)
National Center on Low Incidence Disabilities (www.nclid.unco.edu)
National Center to Improve Practice (www.edc.org)
National Institute for Urban School Improvement (www.inclusiveschools.org)
Inclusion: Learning Environments for Students with Special Needs (www.newhorizons.org/specialneeds)
The Inclusion Network (www.inclusion.org)
Inclusion: School as a Caring Community (www.quasar.ualberta.ca/ddc/incl)
TASH (www.tash.org)
University of New Hampshire Institute on Disability (www.iod.unh.edu)
University of Northern Iowa Inclusion web site(www.uni.edu/coe/inclusion)
Western Regional Resource Center (www.interact.uoregon.edu/wrrc)